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ABSTRACT

Designed as a 13-week self-help course to meet the speech and language needs of college students in the areas of articulation, voice control, standard American usage, and fluency, this combination syllabus and workbook offers a rationale for the course, describes course objectives and content, and provides worksheets and evaluation forms for the following content areas: speech evaluation, characteristics of a pleasant voice, listening, aspects of pronunciation, black dialect, standard American English, vocabulary development, and fluency. In addition, it provides lessons for audiotaping on voice control, pronunciation, black dialect, American English grammar, vocabulary, and fluency. (HOD)

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A SYLLABUS AND A WORKBOOK

SPEECH AND LANGUAGE CONTROL

Adeline L. Evans
Sandra W. Rackley

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Teacher: A. Evans

SPEECH AND LANGUAGE CONTROL

A SYLLABUS (2ND REV.)

Course Objective

The students will be able to isolate their speech and language problems, and control their speech in the areas of articulation, language, voice, and fluency.

Course Requirements

Attendance is necessary to complete the goals on which you and the teacher have agreed.

Students are to have their own new cassette tape of at least an hour in length (30 minutes on each side) and of moderate or superior quality; a speech notebook in which to keep the course syllabus, workbook, handouts, etc; and a mirror to use for visual feedback while talking in the audiotape recorder.

Tape recordings and speaking logs are to be submitted to the teacher at least weekly.

Course Content

I. Introduction of the Course
II. Speech Evaluation
III. Characteristics of a Pleasant Voice
IV. Developing a Pleasant Voice
V. Listening
VI. Aspects of Pronunciation
VII. Black Dialect
VIII. Standard American English
IX. Vocabulary Development
X. Fluency

Evaluation

For the most part, students will be evaluated according to the goals on which they and the teacher have agreed.

A preassessment and a postassessment in the form of an interview and an auditory discrimination test will be administered.

Unit lessons via audiotapes should be completed and given to the teacher once per week. Daily recitations will also be evaluated.

Several short examinations will be given, and they will be counted in the final grade assignment which will be an A, B, C, D or F.

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WEEKLY SCHEDULE

1st Week	Introduction to the Course Speech Evaluation via Classroom Interviews
2nd Week	Speech Evaluation (Continued) And Interview Evaluation Auditory Discrimination Testing
3rd Week	Characteristics of Voice Parts of the Speaking and Hearing Mechanism
4rd Week	Developing a Pleasant Voice Test on the Speech Mechanism and Presentation of Poem
5th Week	Listening Presentation of Listening Tape Complete Tape on Listening and Take a Test Work on Personal Speaking Goals
6th Week	Aspects of Pronunciation Complete Tape and Speaking Log Work on Personal Speaking Goals
7th Week	More on Pronunciation Complete Additional Lessons And Personal Speaking Goals
8th Week	Presentation of Poem Work on Personal Speaking Goals And Speaking Log
9th Week	Black Dialect Complete Tape And Speaking Log Work on Personal Speaking Goals
10th Week	Standard American English Complete Tape and Speaking Log and Take a Test Work on Personal Speaking Goals
11th Week	Vocabulary Developrent Complete Tape and Speaking Log and Take a Test Complete Mini-Lesson in Writing Laboratory And Test Work on Personal Speaking Goals
12th Week	Fluency Complete Tape and Speaking Log Presentation of three-Minute Speech Work on Personal Speaking Goals
13th Week	Summary and Closure Preparation for Final Examination Evaluation of Speaking Log Interviewing for Postassessment

SPEECH AND LANGUAGE CONTROL

A WORKBOOK

by

Adeline L. Evans

Sandra W. Rackley

SPEECH AND LANGUAGE CONTROL

A WORKBOOK

Catalog Description: Designed to meet the speech and language needs of students in the areas of articulation, voice control, standard American usage, and fluency.

Course Objective

The students will be able to isolate their speech and language problems, and control their speech in the areas of articulation, language, voice, and fluency.

Rationale for the Course

Speech is the one faculty which sets human beings apart from other animals. For a civilized society, there must be at least speech. This faculty is very important and useful as a communicative means for the development of a society because it is expedient, efficient, and complements the other forms of communication. For these reasons alone it deserves to be studied. Further, speech is studied because it is a learned skill superimposed on anatomical parts which have more primary life functions. Since it is learned, then it can be changed. If you wish to change the way you speak to become a more effective speaker, you can. You need motivation, technique, and practice. You must be motivated in order to change you speech habits. That is, you must both want to change your speech and do something about changing it. Enrolling in this course is a good start toward improving your speech.

Explanation of the Course

This is basically a self-help course. You must work hard to achieve your personal speech goals. In the main, you already have a concept of what your speech or language problem is. Write down what you feel your speech problem (s) is: _____ _____

_____ _____ _____

_____.

Now rewrite what you have written and give it to your teacher. Sometime what you recognize as your speech problem cannot realistically be changed in one quarter of lessons. Write out what you feel can be accomplished this semester: _____

_____.

_____.

Rewrite same and give it to the teacher.

Personal goals that you and the teacher agree must be completed for you to pass the course. Grades of A through D will be earned according to these standards:

For an A, the student must complete all of the personal goals, complete all assignments, make 90 percent or more on the examinations , and have a minimal number of absences.

For a B, the student must complete all of the personal goals, complete all assignments, make 80 percent or more on the examinations and have a minimal number of absences.

For a C, the student must complete all of the personal goals, complete all assignments, and have no more than five unexcused absences.

For a D, the student must complete some of the personal goals, and several of the assignments. The students must attend class.

Requirements for the Course

Attendance is required.

A small mirror should be purchased or borrowed to be used while taping the lessons. The mirror will allow visual feedback necessary for improving certain speech methods. In addition, the students are required to secure a new, moderate to high quality cassette tape of at least an hour in length (30 minutes on each side) on which speaking assignments are to be recorded. They should write their name, date, Social Security Number, and course title and time on their individual tapes. A personal cassette tape recorder would save a lot of time. Students should also keep a speech notebook into which the syllabus, workbook, handouts, etc. can be placed.

Work turned in late will not be given full credit.

Two kinds of information should be taped: the lesson at the end of each unit discussed in class and the lessons to improve personal speaking goals. Both lessons may be turned in on the same tape, but both must be identified so that there will be no problem in differentiating each.

Name _____ SS# _____ Date _____
Classification _____ Major _____
Speech Problem(s) none ___, mild ___, moderate ___, severe ___, Kind(s) ____
What would you like assistance with? _____

I. Specific Speech Sounds

__ street	__ tray	__ floor	__ picture	__ sail	__ move
__ screw	__ dress	__ glass	__ fan	__ hoarse	__ yellow
__ spray	__ prayer	__ plate	__ calf	__ rug	__ union
__ sky	__ crayon	__ top	__ girl	__ man	__ apple
__ stop	__ frog	__ pat	__ bat	__ number	__ eight
__ smoke	__ grass	__ dog	__ juice	__ king	__ meat
__ snow	__ breakfast	__ food	__ judge	__ queen	__ bed
__ ask	__ blue	__ ball	__ treasure	__ teeth	__ sit
__ slap	__ climb	__ bid	__ church	__ third	__ ice
__ spot	__ vine	__ cat	__ matches	__ bathroom	__ pot
	__ three	__ cent	__ shoe	__ they	__ coat
	__ __	__ rock	__ dish	__ mother	__ cup
			__ leave	__ smooth	__ you

II. Appearance

__ Self-confident
__ Shy
__ Somewhat Embarrassed
__ Very Self-Conscious
__ Little Eye Contact
Comments _____

III. Message

__ Complete
__ Semi-complete
__ Very Incomplete
__ Logical Response
__ Unresponsive
Comments _____

IV. Pronunciation

__ Satisfactory
__ Few Misp. Words
__ Many Misp. Words
__ Endings Misp.
__ Consonants in Error
__ Vowels in Error
__ Heavy Dialect
__ Comments _____

V. Grammar

__ Satisfactory
__ Subject-Verb Prob.
__ Tense Prob.
__ Wrong Forms
__ Plural Prob.
__ Possessive Prob.
__ Pronoun Prob.
__ Adverb Prob.
__ Adjective Prob.
__ Conjunct. Prob.
__ Preposition Prob.
Comments _____

VI. Voice

__ Satisfactory
__ Pitch
__ High, __ Low
__ uneven
__ Loudness
__ Too loud,
__ Too soft,
__ Uneven
__ Quality
__ Nasal, __ Hoarse,
__ Harsh, __ Throaty,
__ Breathy
Comments _____

VII. Fluency

__ Normal Rate
__ Stuttering
__ Mild, __ Mod.,
__ Severe
__ Cluttering
__ Rapid Rate
__ Slow Rate
__ Uneven Rate
__ Other
Comments _____

VIII. Vocabulary & Word Finding Ability

__ Adequate
__ Uncertain
__ Minimal Word Usage
__ Incomp. Sentences
__ Other
Comments _____

IX. Auditory Discrimination

__ Score As Listener
Comments _____

EVALUATION RECORD

Name _____ Date_____ SS#

Tapes

Assignments

Activity

11

12

NAME _____ 5
SS# _____
DATE _____

SPEAKING LOG

Date	Communication Setting	Listener	Content of the Communication

Content and Class Procedures

Introduction to the Course

The course syllabus will be presented and discussed. Major topics for discussion will be the course objective (s), requirements, and the evaluation procedures.(See the forms on the next pages.)

Speech Assessment

The speech assessment will consist of an interview in class and an auditory discrimination test also to be completed in class. Each student will be interviewed by the teacher in class. The speech evaluation form will be used by the teacher during the interview. The student should complete the identifying information on the form before the interview begins. The student is asked to speak as loudly and as clearly as possible so as to receive a favorable evaluation. Specific attention will be given to the standard pronunciation of the 72 words, the logic and completeness of the response, general pronunciation, grammar, fluency, voice control, and eye contact. See the nine items on the Speech Evaluation Form.

The auditory discrimination test is a listening activity requiring the students to listen to the 40 words from an audiotape recording and to write down what they heard. This activity will give the teacher an estimate of how well the student hears and discriminates among the words he/she hears.

At the next class period, the class will listen to the interviews so as to help in the evaluation of each student's speaking ability. Both students and teacher will decide what should be improved for more effective speaking habits.

The students will also take note of the purposes of the Evaluation Record and the Speaking Log forms.

Characteristics of a Pleasant Voice

The lectures and the discussion will be based on these topics:

A Model of Speech Communication
Definition of a Voice
Four Aspects of Voice
  Pitch, Intensity, Quality, and Periodicity
Five Processes in Voice Production
  Central Neural Process
  Respiration (Especially Expiration)
  Phonation
  Resonation
  Articulation
The Parts of the Oral Mechanism
  (Hearing is also important in speaking well.)
The Parts of the Hearing Mechanism

Unpleasant Voices
- Weak
- Nasal
- Hoarse
- Harsh
- Loud
- Uneven Loudness or Pitch

Developing A pleasant Voice

The lecture , discussion and activities will be based on these:

Creating the Atmosphere for an Appropriate Voice
- A Happy Mood
- A Sad Mood
- An Angry Feeling
- A Loving Mood

Developing Breath Control
- Eight Breaths per 50 words
- Sustain Vowel 15 Seconds
- Raising and Lowering the Pitch
  - Pitch Shifts
  - Intonations
  - Pitch Inflections
- Increasing and Decreasing Loudness
- Vary pitch and then loudness (intensity) on the underlined words:
  - I caught a big fish.
  - Close the door.
  - We should love our children.
  - Our nation is great even today.
  - Children should not keep silent all the time.
  - Run! Run! The fire is spreading.
  - Roast beef is never on the menu.
  - This is a good university.
  - Television can be educational as well as enjoyable.
  - I have a dream to tell you.
  - We have lost a battle, but not the war.
  - The love of money is the root of all evil.

- For voice quality assessment, . say these sentences:
  - This is the house that Jack built.(No nasal sounds are included.)
  - Now is the time for all good men to come to the aid of the party. (nasal sounds included)
- Make tape for the week on voice lessons.
- Say a short poem in class.
- Work on personal speaking goals.

Listening

The lecture, discussion, and activities will be based on these:

Differentiating Between Hearing and Listening
Listening for General Sounds
Listening for Speech Sounds

s/z	ch/j
th/th	h
k/g	wh
b/p	n/ng
m/w	f/v
t/d	long vowels
l/j/r/w	short vowels
sh/zh	special sounds

Listening for Sentences
Listening for Main Ideas
Listening for Facts and Details
Listening for Evaluation and Interpretation
Complete Lesson on Tape

Aspects of Pronunciation

The lecture, discussion, and activities will proceed as follows:

The Definition of Pronunciation
Articulation Defined
  Distinctive Features of Speech Sounds
  Place, Manner, and Voicing
  SODA
    Substitution, Omission, Distortion, And Addition of Sounds
The Articulators
Major Speech Sound Problems of s, r, l, and Their Blends
Consonant Blends and Digraphs
Vowel Digraphs and Diphthongs
Additional Classifications of Speech Sounds
  Voiceless and Voiced Conconants
  Continuants and Plosives
Practice saying the list of words on the next page.
Learn a poem to recite in class.
Make the tape for this week.
Work on personal speech goals.

PRONUNCIATION LIST

s
see-saw
soap
soup
horse
kiss
housekeeper
bus
mousetrap
mace
safeway

r
row
rim
running
roses
Ruth
right
rumor
here
roar
Ruby

l
love
little
learn
letter
locksmith
Lou
lull
pearl
peel
leave
Lillie

m
money
my
more
room
mum
brim
rum
room
moon
mother
mitten
Monday
much

n
name
niece
nice
nickel
kitchen
phone
fin
none
run
funny
sane
sin
soon

ng
donkey
ring
sung
tong
playing
fooling
casting
bring
long
uncle

p
put
pat
pit
pot
hopping
slipshod
prime
pudding
poodle
lip
supper
hoping
cup

b
bought
brought
bit
bite
boot
bottle
bedding
bib

Herbert
fibe
liberation
rib

t
time
tame
took
tell
tale
tree
kit
hat
rattle
bottom
hot
holt

d
dog
dam
done
did
rid
dum
doom
draw
dream
dim

c
call
cat
caught
cream
rook
pick
Christ
credit
crazy
camel

g
go
got
give
green
grass
rug

dragged
cog
bag
ragtime

h
hit
humble
hoe
help
harm
hate
hat
Houston
history

f
fruit
fine
foul
funeral
few
further
farther
fancy
Friday

v
very
vine
vase
vanity
value
love
shove
clover
rave

y
year
you
yes
yesterday
yolk
yacht
your
you're
young
youth

w/wh
wale whale
were where
way whey
wile why
weather
whether
whose
world whirl

sh/zh
sugar
shame
measure
pleasure
azure
show
leash
lash
shoe
sheet
shredded
shrimp

ch/j
chair
judge
chain
church
match
justice
July
June
juice
perch

gh
ghost
laugh
though
rough
dough

ph
phone
Phil
physical
elephant
physics
graph

MORE WORDS

th
the, thy
they, path
them, bathroom
those, south
thought, north
smooth, thimble
there, they're
third, fourth
tenth

x
axe
lax
wax
flax
Xerox
Xavier

z
zinc
zoo
zone
Zoia

ā
a
able
say
plate
hay
face
cake
wait
late
Kay

ē
eat
beat
meat
Pete
clean
see
fee
he
heat
keep

ī
ice
idea
kite
mice
light
height
price
Wright
fight
fright
White

ō
open
low
boat
coal
road
soul
whole
loading
fold

ŭ
cup
but
rut
stubborn
truck
hunt
sun
cunning
rush

o͞o
fool
soon
school
pool
boot
loose

o͝o
foot
soot
hook
look

ă
apple
at
fat
rat
prattle
saddle
cattle
ask
asked
handle

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not
pot
cot
fox
box
hot
rot

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bought
call
talk
walk
fall
hall
sought

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met
Ed
mettle
set
kettle
help
pet
wreck
fret
leather

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mitten
fit
sit
lit
rit
writ
fiddle
critter

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use
muse
fuse
hue
cute
abuse
reuse
accuse
mule

stress
question
about
amusement
bedpost
post office
hammer
mature
Pittsburgh
Illinois
handball
hatrack
stomach
roadway
motel
broadway
police
recreation
typewriter
aggravation
dictionary
pronunciation
water
pencil
cruel
jewelry
crying
syrup
cereal
Michigan
fuel
describe
fancy
funeral
orange
oil
often
business
listen
actually
strenuous
graduation

Black Dialect

The lecture, discussion, and activities will proceed as follows:

- Identification of Africa
- Slave Journey
- Definition of Black Dialect (Black American English Dialect)
  - Creolization
  - Pidginization
  - Major Characteristics of Black Dialect
    - Grammar
      - Double Subject--"John he go to town."
      - Third Person, Singular, pres.tens.--"May play the piano."
      - Omission of Be and Have--"He x playing." "She x gone home."
      - Perfect Construction--"She been cooked." "She done moved."
      - Irregular Verb, Past Tense--"He drunk the water."
      - Regular Verb, Past Tense--"She wash yesterday."
      - Ownership--"Judy pencil is on the floor."
      - Plurals: --"I have ten color to write with."
      - Multiple Negatives--"I don't want no talk out of you."
      - Use of Certain Terms--ain't, mines, theyself, hisself,
      - Adjectives--a, an.
      - Adverbs--"They walk slow."
      - Pronouns--"Lillie and me went to town."
      - Prepositions--"I walked at the church."
      - Conjunctions--"He is the one what I want to talk to."
    - Pronunciation
      - Omission of Final Sounds--tas for taste, cookin for cooking, buil for build, acti for active, wa for was, tes for test, nex for next, shoe for shoes.
      - Plural Forms--shucks, wases for wasps, foots, ghoses, testes for tests, and deskes and deses for desks.
      - Omission of Unstressed Syllable--member for remember, cause for because, and bove and bout for above and about.
      - Special Sound Pronunciations
        - Th Sounds--de for the, teef for teeth, smoov for smooth., and leader for leather, ater for after.
        - R and L Sounds--wouk for walk, libery for library, cue for clue.
        - B, D, G, And X Pronunciations--goot for good, coult for could, salat for salad, and axe for ask.

Make tape on black dialect.
Work on personal speech goals.

Standard American English

The lecture, discussion, and activities will proceed as follows:

The Basic Sentence: Subject And Predicate
- Noun + Verb + Adverb (John walks slowly.)
- Noun + Verb + Noun (Cynthia hit the ball.)
- Noun + Verb + Adjective (Bettye is pretty.)
- Noun + Verb + Pred. Noun (Anthony was president of his class.)
- Noun + Verb + Noun + Noun (Angie gave Robert a book.)

Basic Grammatical Rules
- Subject-Verb Agreement
- +S for Singular Verb, Present Tense, First And Third Person
- Past Tense, Regular Verbs
- Past Tense, Irregular Verbs
- Perfect Constructions
- Irregular Verb (See principal parts of these verbs on next page.)
- Regular Verb
- Copula And Auxiliary Verbs
- Use of Have
- Plurals
- Possessives
- Pronouns
- Adjectives
- Adverbs
- Conjunctions and Prepositions ; Interjections

For class activities, try identifying yourself and your classmates using these beginnings:
- I am ..., My name is ...., Your name is .....
- His name is ..., Her name is ....
- I have ..., You have ...., He has ...., She has ....
- They have ...., Everyone has .....
- Regular Verbs
  - I tried ..., walked, cooked, played, talked, waited, faced, laughed, coughed, wanted, contacted, seconded, polished, learned, hugged, danced, praised, promised, selected, and tested.
- Irregular Verbs
  - I came, ran, fought, hit, burst, taught, swam, sang, rang, lost, built, forgot, hung, won, drank, lay, wrote, rode, ate, slept, caught, had, was, went, found (find).

Make the tape for this unit.
Work on personal speech goals.

Vocabulary Development

The lecture, discussion, and activities will proceed as follows:

Bring a good dictionary to class (one that is unabridged).
Dictionary Skills
- Finding words Through the ABCs
- Using the Guide Words at the Top of Each Page

Irregular Form

arise	arose	arisen
am (to be)	was	been
bear (carry)	bore	borne
bear (give birth)	bore	borne, born
begin	began	begun
bid (command)	bade	bidden
bid (make an offer)	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
catch	caught	caught
choose	chose	chosen
come	came	come
dig	dug	dug
dive	dived, dove	dived
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
fly	flew	flown
flee	fled	fled
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (as a picture)	hung	hung
hang (as an execution)	hanged	hanged
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
lie (recline)	lay	lain
light	lighted (lit)	lighted (lit)
pay	paid	paid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

Irregular Form (continued)

say	said	said
see	saw	seen
shake	shook	shaken
shine	shone	shone, shined
shrink	shrank	shrunk
sing	sang, sung	sung
sink	sunk, sank	sunk
set	set	set
sit	sat	sat
slay	slew	slain
speak	spoke	spoken
spring	sprang, sprung	sprung
steal	stole	stolen
strive	strove	striven
swear	swore	sworn
swim	swam, swum	swum
swing	swung	swung
take	took	taken
tear	tore	torn
throw	threw	thrown
tread	trod	treaded, trodden
*tell	told	told
wear	wore	worn
weep	wept	wept
write	wrote	written

* Out of order.

Finding And Using the Pronunciation Key
Dividing Words Into Syllables
Pronouncing Words According to Sounds, Syllables,And Stress
Learning Derivations of Words
Selecting the Correct Meaning for Your Use

Morphemes
Free
Bound
Affixes
Root Words

Kinds of Words
Homonyms
aisle-isle, all-awl, ant-aunt, arc-ark, ate-eight, bait-bate, be-bee, beau-bow, bell-belle, blew-blue, brake-break,call-caul, cell-sell,cereal-serial, chord-cord, done-dun, faint-feint, fain-feign, fir-fur, freeze-frieze, hair-hare, holy-wholly, idol-idle, knead-need, lessen-lesson, load-lode, muscle-mussel, pore-pour, principal-principle, compliment-complement, raise-raze, rest-wrest, and rhyme-rime. there-their, no-know.
Heteronyms
bow-bow, read-read, tear-tear, dove-dove.

Synonyms
exotic-strange, insipid-bland, insidious-sly, deficit-defect, clean-tidy, dog-canine, cat-feline, homely-ugly
Antonyms
good-bad, cold-hot, old-new, smile-frown, sick-well, over-under, after-before, young-old, smooth -rough, abolish-sustain, abort- complete, abridge-expand, abstain-indulge, abundant-scarce, admit-deny, adulation-defamation, beware-ignore
Make the tape for this unit.
Work on personal speech goals.

Fluency

The lecture, discussion, and activities will proceed as follows:

Definition of Fluency
Varying Fluency for Interest and Emphasis
Disfluencies
Stuttering
Cluttering
Too Fast a Rate
Too Slow a Rate
An Uneven Rate
Nonfluencies
Interjections
I want er er you to come home.
You know you know we went to the game.
Word Repetitions
My my head is aching.
I know what what you mean.

Phrase Repetitions
Joe is Joe is my friend.
Alice wants Alice wants to go home.
Incomplete Phrases
Rosary is my I want to see you. She saw.
John wants to since last summer we have been attending FAMU.
Revisions
She is she was at my house last night.
Remember to you must remember to wash your hair well after a swim.
Prolonged Sounds
June has s----oap all over her face.
The hor---se is in our yard.
Broken Words
He is wait- ing for the bus.
My! you do not re- member very well.

Say these quickly:
We must run as fast as we can to win the race.
Twenty-one is a very nice age to be.
Run as fast as you can. The snake is right behind.
The three virtues are wisdom, understanding and love, but the greatest of these is love.
Peter picked a peck of pickled peppers.
Mistress Mary, quite contrary, how does your garden grow?
The rain falls mainly on the plains in Spain.
Where there's room in the heart, there's always room in the house.
To have never reached a goal is bad, but to have never set a goal is terrible.
Our hearts run over with love for our fellowpersons.

Make a three-minute talk in class.
Make a tape for this unit.
Work on personal speech goals.

LESSONS TO TAPE

This section consists of the lessons to be recorded on an audiotaped, cassette recorder. The lessons have been developed to correspond with each of the major units to be covered in this class. Some units have more lessons than others. For example, the pronunciation unit has several lessons, but only one of the lessons, "A Pronunciation Lesson", is to be recorded by all the students. Many of you will do many of the other lessons on pronunciation for your personal speaking goal lessons. Do these as they have been assigned to you.

The lessons for all the students to complete one at a time at the end of each unit are as follows:

1. The Lesson on Voice Control
2. A Pronunciation Lesson
3. Lesson in Black Dialect
4. A Lesson in American English Grammar
5. The Vocabulary Lesson
6. Lesson in Fluency

Lesson on Eye Contact and Increasing Confidence in Speaking

Remember to state your name, your social security number, today's date, and the title of the lesson.

Rationale. Eye contact is very important in speaking, as it may determine whether or not the listener believes the speaker. Generally, the more confident a speaker feels about his speaking ability, the more eye contact is made with the listener. A louder voice and a greater storehouse of ideas may help to increase self-confidence in speaking.

Let's start with eye contact. Use your mirror. Say your name as you look in your mirror.

Say your name and residence, as you look in your mirror.

Say what you like about your face. Use the mirror as you do so.

Give the names of your favorite family members. Use the mirror.

Say the names of your favorite friends, as you look in the mirror.

As you look in the mirror, describe what you are wearing. Use about three sentences.

Tell what's your favorite color; your favorite food; your favorite make of car; your favorite suit or dress; your favorite eating place; your favorite holiday; your favorite season; your favorite present you've received; your favorite television program; your favorite book; your favorite perfume or cologne; your favorite dessert; your favorite song; and your favorite soap.

Make one statement about each of these. Look in the mirror.

boat	literature
house	sleep
apple	travel
bed	ticket
car	elephant
school	Bible

Get a friend to carry on a conversation with you while you tape the session. Say about five sentences. Ask the friend to write a 1 every time you turn away. Count the ones you received. Ask the friend what did she or he think about you when you looked away.

Get another friend to talk with you on tape. Use at least five sentences. Ask the friend to help you count the times you looked away. Talk about what made you turn away.

Make several mini speeches in class. Maintain eye contact with your audience.

Let's work on vocabulary somewhat. Do you know the differences between these pairs of words? Tell them on tape. Spell each word as you tell about it.

it's and its	complement and compliment
their and there	your and you're
mussel and muscle	know and no
which and witch	rite and right
bate and bait	beer and bier

Give the definition of these prefixes and a word having the prefix in it.

pro_____	non_____	i _____	oral_____	para_____
pre_____	in _____	o _____	re _____	ex _____
peri_____	on _____	en _____	im _____	a: _____
by _____	dis_____	co _____	un _____	ab _____
hypo ____	qudd_____	trans____	com_____	de _____
for_____	hyper____	tri_____	epi_____	mon_____

Give the definition of these suffixes and a word having the suffix in it.

_____ness	_____tion	_____ble	_____ur
_____ion	_____tor	_____er	_____en
_____by	_____ive	_____ed	_____some
_____son	_____ure	_____ing	_____ole
_____on	_____ton	_____le	_____ian

Define these in groups of five.

azure
bastion
verify
substantiate
lothario
cogent
itinerary
ere
scenario
rigmarole
variegated
vituperation
lambaste
burlesque
ostentatious
lethargic

comradery
kosher
paramour
enmity
apartheid
ominous
reiterate
sire
epic
melee
altercation
strenuous
instigate
extoll
accolade
parody

parity
expedient
expedite
acumen
forté
foray
literate
paramount
epoche
mosaic
enhance
innuendo
apparent
salient
pon
slipshod
tantamount

The Lesson on Voice Control

This lesson must be completed on a tape recorder using your cassette tape. Speak clearly your name, class title and time, date, social security number, and assignment . Read aloud all directions: what is asked of you and what you should do.

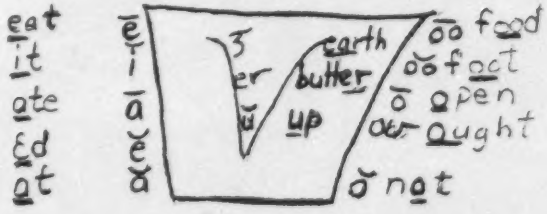
Rationale. A pleasant voice is necessary so that you can transmit the message effectively.

Remember that if you have a voice problem, the cause for your problem may be functional, organic, or a combination of the two. A functional problem is one that is caused by your abuse or misuse of your voice box, as in the case of contact vocal ulcers or vocal nodules (singer's nodes). An organic problem is one that is caused by some physiological or anatomical problem of the voice box. If you are hoarse often, your voice is weak, you have pain in the laryngeal area, or if you have frequent build-up of laryngeal or pharyngeal mucous, bleeding in that area, or tumors around the larynx, you must get a throat specialist to examine your throat before speech continues.

Now find a passage to read. How many words does the passage have? Count the number of breaths you take as you read the passage or have a friend do this for you. Say the number on the tape.

Say the vowel e as in eat. Using a watch or clock, take note of how long you held the vowel e. Do the same with o as in open and oo as in ooze or pool. Remember the normal person can phonate a vowel at least 15 seconds.

The vowel chart below represents the position of the tongue in the mouth when a particular vowel is said. Now say all the words representing the vowels on the chart. Repeat the words until you are satisfied with your pronunciation. Indicate how well you have said each word.



Pitch has to do with the highness or lowness of the voice. A man's voice is typically low pitched, whereas, a child's pitch is high. Vary the pitch on the underlined word in each sentence:

1. What a big fish.
2. We must move toward the left.

3. All the people must leave now.

Vary the intensity (loudness) on the underlined words:
1. Love is the essence of life.
2. We are motivated more by emotions than by logic.
3. Please keep a low profile.
4. Man does not live by bread alone.

Now vary both intensity and pitch on each underlined word below. Put upward inflection at the end of each sentence. Some of the sentences sound funny, don't they? (Answer the question.)
1. A family must have a house and a home.
2. Alaska is a nice place to work, but not to stay.
3. Doing dishes is not just woman's work.
4. We must be kind to each other.

Try saying each sentence with a downward inflection at the end. Don't they sound more natural?

Say these sentences with strong emotion:
1. I really love the way you work. (kindness, love)
2. I hate the way the world is going. (anger)
3. This movie had a weird ending. (fear)
4. Death comes suddenly in our lives. (sadness)

Can you imitate any of these vocal qualities: nasality, hoarseness, harshness, breathiness, or throatiness.

Lesson on Nasality

Don't forget to give your name, date, social security number, and lesson identification.

Since you have said the words on the vowel chart in a previous lesson, decide which words have less nasality on them. Say these words three times now.

Say the same words with your mouth opened widely. Say these the same way: are, or, hi, hello, Amy, out, how, cow, and loud. This is the house that Jack built. Joe is our favorite brother. Water and earth are factors in the study of the stars. Repeat these until there is little nasality on most of them.

Select those words or sentences which had little nasality. Repeat these one more time.

Make a list orally for your grocery shopping. Include only foods and other items without the m, n, and ng speech sounds in their names.

Lowering a High Pitched Voice

Remember to identify yourself and the lesson on the tape. Recheck your tape to make sure that it sounds as clearly as you desire it to be.

Rationale. A high pitched voice in speaking usually indicates timidity or femininity and , therefore, distracts from the message you want to communicate.

Say these words in a whispered voice: hi, help, him, hitting, Henry, hair, hate, heart, heavy, and hug. Is your voice lower now?

Now take a deep breath and sigh. Say "How now brown cow, how do you do today." Was your voice lower this time?

Use the above words said individually to establish a lower pitch. Are you straining as you speak? If so, get relaxed before saying these words. Now, add one of those words to each of the words below:

_____ am	_____ are	_____ open	_____ awful
_____ army	_____ on	_____ eight	_____ arm

Identify yourself in a low, whispered voice:
My name is _____. I am classified as a _____. I live at _____. I can say these words in a low pitched voice: _____, _____, _____, and _____.

Hum your favorite tune. Is your pitch lower now? Begin each of the sentences just said with a hum. For example: Hum_____ My name is _____, etc.

Strengthening a Weak Voice

Identify yourself and the lesson on the tape. Complete the lesson in a satisfactory manner even if you have to repeat the lesson.

Rationale. A voice that is too weak or not loud enough cannot be heard by the listener so that the message does not reach its destination. One of the parts , in a speech model, if it is complete, is the receiver. If the receiver cannot get the message because the auditory signal (voice) is too weak, then the communication has not been effective.

Have you ever wondered why you speak so that others cannot hear you? Do you feel good about yourself as a person? Does your throat hurt you when you speak louder? Are you exhausted when you speak? (Respond to each of these questions.) Remember that speaking takes a lot of energy, very controlled energy. If your throat hurts or you don't feel well, you should see a physician before you continue this lesson.

Let's see if you can produce a moderately loud voice. Cough for me. Remember a joke in your mind and laugh at it. Can you sing? If you answer yes to any of the previous questions, then you are able to produce and monitor a loud voice.

Place the tape recorder about three feet from you. Say " My name is _____. I want to make my voice louder." Play the tape recorder to find out if your voice was taped. If not, try the exercise again until the tape recorder records your voice from that distance.

Remember to keep the tape recorder about three feet from you. Say these sentences loudly:

1. There was an old lady who lived in a shoe.
2. She had so many children she didn't know what to do.
3. Mary had a little lamb. Its fleece was as white as snow.

How loudly did you say these sentences?

Try saying these words loudly:

oh	ouch	knock	knack	fall	arm	help	hold
fire	ape	hug	honey	hire	map	sat	rat

How many did you say loudly?

Say these compound words:

household	moonlight	sugarhill	mousetrap	Sonnyboy
slipshod	bathroom	pathway	northway	chairperson
bandmembers	bedpost	homestead	southside	eastward

Here are more words:

cook cleaned talk sleep sweep walk eat swim

Say the above words. Put them in the proper sentence as you complete each sentence below. Remember you want to say these loudly:

1. Before supper, I must _____ the food.
2. A nicely _____ kitchen looks good.
3. Everyone wants a _____ house, but few want to do the work.
4. Most of us love to _____ sweets.
5. She wants to ____ because the pool is so inviting.
6. He wants to jog to the store, but she wants to _____.
7. A kitchen supervisor might be called a _____.

Keep a log on how loudly you speak and submit same on tape.

Read aloud these phrases. Make sentences with them.

on the roof driving the car a big red hat flying from New York buying a pair of shoes helping a neighbor.

Did you say these loudly?

Use these in short sentences:

hat person hello eat house run cook walk.

Say three things about each of the words above. Add to that list these words:

Mississippi home church car Florida school clothes Sunday.

Are you speaking loudly in the tape recorder?

You are taking an imaginary trip to Miami. In three or more sentences, tell what you see as you travel. Are you speaking into the microphone of the tape recorder?

It's about dinner time and you must shop for grocery. What will you buy? Use at least six different items in sentences.

A Pronunciation Lesson

Don't forget to identify your tape recording and lesson.

Rationale. Pronunciation is very important in oral communication, as the message is usually presented in speech sounds, and distortions of the speech sounds can change the meaning conveyed.

Pronounce all the words on the list practiced in class. These words represent consonants and vowels, voiced and voiceless sounds, digraphs and diphthongs, and continuants and plosives.

The most difficult of all the sounds to pronounce are the consonant blends and digraphs. Pronounce aloud these blends and digraphs. Say all the words with blends in them and identify the blends. Then say all the words representing the consonant digraphs and identify the digraphs.

bread	desk	task	chore	church	lash	strawberry
blue	black	push	white	library	cram	shorts
shame	chimney	flower	glass	frog	match	sundry
green	gray	shake	thumb	shrimp	whale	sunshine
path	trap	trim	China	treat	threat	scratch
phone	street	straight	try	skunk	string	tray
monster	white	thought	imp	last	theatre	thigh

Say the next group of words while concentrating on word endings:

tester	coldest	thought	professor	raining
ghosts	singing	loves	kits	teacher
testing	cooking	hugs	father	southern

Use any of the previously listed words with which to make sentences. Write them out before saying them.

Say ten words that you now know how to pronounce well which you did not know previously.

Pronunciation Lesson for s

Identify yourself (name, SS#), lesson, and date.

The s sound creates some problems for a few people. It is made with the tip of the tongue approaching but not touching the alveolar ridge, and the midpoint of the tongue is rather low to form a grove which helps to produce the hissing sound of s. It is called a sibilant sound because of its hissing nature. The z, sh, zh, and sometime the ch are also called sibilant sounds.

Have you ever heard a tea kettle whistle? The sound is similar to the s sound. Remember to close your teeth and raise the tip of the tongue a little to produce a clear s.

Say these words:
soap seem seep soup hiss kiss sew see Sam
miss boss bus base sop sandwich seam
Which of these was clearer than the others. Use the clear s word as a magnifier for the s sound. Prolong the s in it.

Say the correct s word before each of these funny (nonsense) syllables:
_____o, _____i, ____a, ___u, ____oap, ____ee, _____am

Is your s getting clearer. Use a mirror to see where your tongue is when you say the s sound. Remember the tongue should be behind the front teeth and your lips should make a smile when you say s.

Put your s word in each of these incomplete phrases:
_____ am I. _____ do I. _____ will I. _____ may I.
_____ can I. _____ need I. _____ could I.
I know that these phrases sound funny. This activity should give you practice with the s sound.

Say these s words with the correct s sound you have learned:
soap seem Sam soup silly hissing missing kissing
house mouse some horse last past south stocking

Put the above s words in this key sentence: I will mail ____.
Use all the words even if the sentence does not make sense.
You need a lot of practice with the s sound.

Describe each of the words below using that word at least three times correctly in each description:
soap horse sewing kissing house mouse race

See the teacher about additional activities.

A Pronunciation Lesson for r

Identify yourself (name, SS#), lesson and date.

The r sound may be creating some problem for you. It is a very difficult sound to learn as well as to teach. It is usually made with the tongue rather curved toward the palatal area of the roof of the mouth. Because of this description, the r sound is called a retroflex sound. The lips do not move very much,

Have you ever heard a rooster crow or a dog bark? These are some sounds which approximate the auditory image of the r sound.

Say these words:
rip row right ran rub arrow roof army
butter mother running rime rubber car rooster room
Which of these was pronounced with a clear r? If so, say that r word a lot.

Now try saying these:
right Wright mother father ream road brother
Ruby sister Reverend northern read red bar
bear rooster bark hear floor purple round
Were there any words said correctly. If so, which ones? Use those said correctly in short phrases: red roses, road block.

Put each correctly said r word in these key phrases:
_____am I. _____ yes. _____ sometime. _____ no.
_____maybe,. _____not yet. _____ uncertain.
These phrases do not make sense, but the point of the activity is to give you practice at saying the correct r sound.

See the teacher for additional r sound activities.

A Pronunciation Lesson for the S Blends

Identify yourself (name, SS#), lesson, and date.

The s blends such as in straw, street, and stray give some persons a lot of trouble. The first thing that must be done is to identify the error sound. In most instances, the k is pronounced for the t as skraw for straw. Now look at these. Notice that you are saying a k for a t.

Say these words:
stray straw stray strict strung stream street
strike strong streak straight struggle string strive

If any of the above words is pronounced correctly, notice how you are saying the correct word. Notice you are saying str instead skr. Divide the word into sections: s__ tr__. Can you feel the t sound after the s? This is what you need to do for all the str words.

If none of the above words was said correctly, take the word stray. Divide stray into s___tray. Now say tray, such as a dinner tray. Say tray three times. Then say the s prolonging it before saying tray. Do this several times. Try putting stray together now. Did you say the word correctly? If so, try it again.

Try dividing all of the s blending words into sections as was done with the word stray:
s___tray s___treet s___rict s___traight
s___train s___trike s___trong s___traw
Were you able to say the s words correctly?

Use your correct s blend words to answer these questions:

1. Where do we drive our cars?
2. What do we suck liquids with?
3. What do union workers do when they are dissatisfied with their job?
4. If you are not weak, then you are strong?
5. What kind of hat do we wear in the summer when it is very hot?
6. What street does the GEC Complex face?
7. What does a pitcher on a baseball team want the batter before him/her at the plate to do?
8. What does the word strike mean?
9. Conjugate the verb strike?
10. What kind of things are made from straw?
11. What is a strong man?
12. What do you think about stray animals?
13. Conjugate the verb strive?

If you need additional activities with the s blends, talk with the teacher about more.

Pronunciation Lesson on the th Sounds

The th sounds are made with the tip of the tongue between the upper and lower front teeth. Both sounds are interdental and fricative. Interdental is used to mean that the main position of the tongue tip is between the upper and lower front teeth. Fricative is used here to mean that the speech sound is made with friction in the oral cavity. One th called theta /θ/ is voiceless because it is produced without vibration at the vocal folds. The other th is called crossed d /ð/ because it is voiced and made with some vibration in the larynx.

Can you hear the difference between the two th sounds using these key words then and thin?

The th sounds are not found in many of the Western African languages, nor in other languages such as French and Spanish. Thus, if your parents did not use the th sounds in words, then it would be difficult for you to learn the speech sounds.

Say these words. They are voiced sounds.

the	then	they	this
those	than	them	that

The the may be pronounced two ways: these will be given to you in class. The the is pronounced /ðə/ before words beginning with consonants and the /ðiː/ (thee) is said before words beginning with vowels. Say the the before these words. Don't forget the two ways the is pronounced.

orange	arm	chin	purse
ear	army	chair	shoe
apple	answer	hair	nose
ankle	ape	polish	force
iron	eye	father	money
energy	evil	mother	dormitory

Say these words. They have the voiceless th in them.

thank	thimble	north	both
think	thin	south	broth
thought	path	loath	bath

Let's go back to the voiced th words. Say these words which have the voiced th in the middle of them.

brother	whether	father	feather
leather	hither	mother	neither
weather	wither	rather	either

Now, let's see if you can distinguish the voiced th and voiceless th words. Say the voiced th words first. Then say the voiceless th words.

this	thigh	northern	though
that	the	thin	these
think	thee	thither	those
thank	brother	Thumberlina	they
both	mother	Thelma	their
thus	thank	thought	leather
booth	rather	southwest	father
father	bath	smooth	third

Let's see how well you can destinguish the two th sounds. Say bath (noun), bathe (verb). Which is voiced? Voiceless? Use these correctly in the sentences.

1. I am going to take a _____.
2. They _____ often.
3. Mothers _____ their children.
4. Our _____ tub is blue.
5. Her _____ tub is white.
6. I like pretty curtains in the _____room.
7. A tan _____ tub is fashionable today.
8. Do you have a colorful _____ room?
9. With lots of children, you need many _____ rooms.
10. A baby can easily drown in a _____ tub.

How well did you say bath and bathe.

Let's take two more th words. These are thin and then. One has a voiced th and the other a voiceless th sound. Which is which? Yes, then has a voiced th sound and thin a voiceless th sound. Use these in the sentences below.

1. She was very _____ when she was young.
2. A low calorie diet helps to keep people _____.
3. Once we have eaten, _____ we will go.
4. A movie house, _____, is a place of entertainment.
5. Once we sing,_____ we will leave.
6. That _____ slice of cake is all I shall eat.
7. A knife can cut a _____ potato.
8. A cleaver cannot cut a _____piece of meat.
9. A rat, _____, belongs to the rodent family.
10. Once the movie is over, _____ we will leave.

Let's try two words with voiceless th sounds in them: thank and think. Both of these are verbs. Use them in the sentences below.

1. I wish to _____ you for the food.
2. I do not _____ you were right.
3. The entire body is used to _____ through problems.
4. A man cannot stop another from _____ ing.
5. He did not _____ the people for their help.
6. A _____-you letter should be written as soon as

possible.
7. Do not _____ me for helping.
8. To _____ a thought is good for a person.
9. I wish to _____ you for your kind thoughts.

Try these two voiced th words: this and that.
(These are your: salt, book, paper, radio) (These are mine: pepper, pencil, tablet, television)

1. _____ salt is your, but _____ pepper is mine.
2. _____ pencil is mine.
3. _____ is the way to talk.
4. _____ is the way you walk.
5. _____ radio is yours.
6. _____ tablet is mine.
7. _____ television is mine.

These or those should be used in these sentences.

1. _____ books are yours.
2. _____ peppers are mine.
3. _____ radios are yours.
4. _____ papers are yours.
5. _____ are your books.
6. _____ are my tablets.

Now, let's use these in sentences.

1. leather
2. both
3. bathe
4. bath
5. mother
6. north
7. south
8. fourth
9. third
10. the

Now, let's make two sentences using each of these:

north	south	mother	father
leather	weather	mother-in-law	father-in-law
Thelma	thimble	bathtub	three

Now, count using the ranks of the numbers:

second	fifth	ninth
third	sixth	tenth
seventh	eleventh	fourth
eighth	twelfth	tenth

Now, tell when each of these occurs, such as "Fifth comes after fourth".

ninth	sixth	fourth
eighth	fourth	eleventh
twelfth	tenth	fifth

How well are you doing with the th scunds in words? As a posttest, answer these using th words:

1. Say the ranks from first to twelfth.
2. Name the members of the middle class family unit.
3. Name the in-laws one might have after marriage.
4. Name these items, saying the before each word:

the orange	the fight	the headache
the apple	the army	the food
the nose	the angle	the car
the sun	the money	the house

5. Use bath and bathe in five sentences.
6. Use thank and think in five sentences.
7. Use this and that in five sentences.
8. Use these and those and thin and then in five sentences per word.

Pronunciation Lesson for Word Endings

Don't forget to identify yourself, your lesson and the date.

Rationale. Pronunciation is very important in oral communication. If the word endings are indistinct, the meaning intended can be distorted.

Pronounce the following words and sentences. Strike out all the letters in the words not pronounced and identify on the tape the word mispronounced and the letters of the sounds distorted.

salad	active	nature	next	ask	watch
eleven	actor	singing	turning	fund	

This is the house that Jack built.
Now is the time for all good men to come to the aid of the party.

Let's work with word stem endings. Emphasize the sounds underlined.

pat	pad	rag	five	hive	rob	miss	name	sand
rat	take	log	wife	bibe	hiss	horse	ham	son

Let's work on word stem endings in phrases.

pat on	a pad	a rag	a wife	rob her
rat ate	to take	a log	a hive	the hiss
name is	the sand	only five	a bibe	miss me
the ham	a son			a horse

Use the phrases in short sentences. Emphasize the endings of the stem words. For example, say, "A pat on the back is good."

Describe each of these and emphasize word endings of these words. Use one-sentence descriptions.

pat	pad
rag	son
horse	log
sand	hive
name	bibe
ham	rob

Say these words. Emphasize the final sounds. These are consonant digraph endings.

wash	watch	tough	triumph
leash	bath	bathe	

Describe each of these and emphasize word endings of these words. Use one-sentence descriptions.

wash
leash
watch
bath
bathe
tough
triumph

Pronounce these words with er, ur, or or endings:

actor	learner	player	painter
keeper	fighter	worker	builder
dancer	lover	fixer	
wrecker	cleaner		

Say all of these . . . Emphasize word endings.

play	plays	player	playing
clean	cleans	cleaner	cleaning
keep	keeps	keeper	keeping
work	works	worker	working
fix	fixes	fixer	fixing
build	builds	builder	building

Fill in the blank with er, ur, or, s, es, or ing words presented above.

1. One who taps is a _____.
2. A house keeper is also a _____.
3. One who paints pictures is a _____.
4. Her husband is her _____.
5. She has a job; she is called a _____.
6. She works in the theatre; she is called a _____.

Pronounce these words. Emphasize the s ending. The s is pronounced as s at the end of words ending with a voiceless sound of t, p, k, f, th (voiceless).

walks	looks	asks	eats	cooks
sits	talks	baths	fights	tops

Pronounce these words. Emphasize the es endings.

washes	judges	edges	latches	witches
churches	watches	juices	fences	dishes
latches	patches	loses		

Pronounce these words. Emphasize the s endings. The s is pronounced as z at the end of words ending with voiced sounds of d, b, g, v, th (voiced), and vowels.

bogs	dogs	lulls	sees	highs
toggs	bags	rears	bigs	climbs

Pronounce these words. Emphasize the ed endings. The ed is pronounced t before the stem words ending in voiceless sounds, such as s, p, [illegible], k, f, sh, & ch.

worked	talked	rushed	looked
kissed	winced	lynched	benched
	hissed	mopped	

Pronounce these words. Emphasize the ed endings. The ed is pronounced d before stem words ending in voiced sounds, such as z, b, d, g, v, zh, dʒ, [illegible] and vowels sounds.

played	fumed	skinned	blamed
cleaned	aimed	discovered	

Pronounce these words. Emphasize the ed endings. The ed is pronounced ed or id before words ending in d and t.

seconded	contacted	regulated	fluted
acted	activated	quoted	"hooted"
founded	hated	dusted	

Pronounce these words. Emphasize the ess endings.

wholeness	kindness	openness
greatness	bitterness	sweetness
wastfulness	hostess	baldness

Pronounce these words. Emphasize endings:

eats	running	sun	second
acted	salad	active	nature
churches	judges	worked	learned
funded	dated	bogs	kissed
founded	fences	bench	patted

Pronounce these consonant blend endings:

next	seamstress	straight	least
desk	best	quest	guest

As a posttest, do these:

1. Say these words: pat, rat, five, active, writer, dieter.
2. Say the personal noun forms of these: act, play, catch, run, dance, talk, walk, active, correct, teach.
3. Give the four forms of these: cook, play, clean, work, read.

Lesson on Black Dialect

Identify yourself (name, SS#), date and lesson.

Remember none of us speaks black dialect exclusively, but we use enough black dialect in our every day speech to profit from this lesson.

Describe yourself . Did you use any black dialect in your speech--pronunciation, grammar, or word usage?

Now, pronounce these words in black dialect and in the standard American English way:

1.	ringin	ringing
2.	res	rest
3.	sharpen	sharpener
4.	civer	cover
5.	axe	ask
6.	salat	salad
7.	shame	shames
8.	member	remember
9.	bove	above
10.	acti	active
11.	goin	going
12.	wanna	wanto
13.	bout	about
14.	brung	bring
15.	testes	tests

Pronounce all these words as singulars and plurals.

1.	shoe	shoes
2.	boy	boys
3.	chest	chests
4.	second	seconds
5.	purse	purses
6.	box	boxes
7.	ask	asks
8.	add	adds
9.	pencil	pencils
10.	shirt	shirts
11.	bed	beds

12.	stiff	stiffs
13.	paper	papers
14.	apple	apples
15.	sock	socks
16.	chore	chores
17.	balloon	balloons
18.	top	tops
19.	church	churches
20.	chair	chairs
21.	table	tables
22.	chimney	chimneys
23.	task	tasks
24.	place	places

Look at these words. Make sentences with them.

1.	mines	mine
2.	theyselves	themselves
3.	hisself	himself
4.	ain't	aren't
5.	member	remember
6.	bove	above

A Lesson in American English Grammar

Identify yourself and the lesson on the tape recording.

Rationale. A study of American English grammar is necessary because speaking consists of rules of the oral language as well as the speech sounds. Further black college students have a basic understanding of the rules of standard American English which is the language of the market place. This means that an adequate understanding and use of standard American English are necessary for the purpose of getting good jobs.

Say all the terms which describe you , such as smart, intelligent, funny, etc. Use about ten terms to describe yourself. Now put these in a sentence beginning with "I am ...."

Say all the terms that describe what you are not. Now use these terms to describe yourself, such as "I am not ...."

Think of a friend. Write terms that describe him or her. Say these terms aloud. Then make a sentence that begins with he is or she is ... You may use any of these terms:

smart	funny	pretty	sad
stinky	foolish	cute	economical
lovable	somebody	sneaky	friendly
stupid	humorous	frugal	intelligent
beautiful	simple	honest	kind
handsome	gentle	faithful	lighthearted

Use have/has in sentences. Include these words: candy, money, bread, banana, house, friend, brother, family, and food. Example: I have a _____. He has a _____.

Pronounce these possessive terms:

1. Jim's hat
2. fool's gold
3. teacher's pencil
4. Betty's dress
5. Joe's uncle
6. Beth's mother

Make sentences with each of the six noun phrases.

Let's get to the tenses of regular verbs. These verbs form their past tense by adding d or ed. Name the present, past, and past participle forms for these regular verbs:

walk	talk	cook	love	hug
want	work	raise	praise	place

Use each of the verbs in this manner: I vote now; I voted yesterday; and I have voted .

Look at the irregular verbs presented in the class discussion. This list of verbs is not at all inclusive. Select ten that you know and conjugate in the same manner as in the previous lesson, e. g., I come now, I came yesterday, and I have come.

Make separate sentences using each of these verbs:

arise	bidden	caught	forsook	hung	laid
set	shrunk	trod	strove	sat	taught

Select ten of the verb forms that you do not know and conjugate them using the key phrases: I ____ now, I ____ yesterday, and I have _____.

The Vocabulary lesson

Identify yourself, date and lesson.

Rationale: Having a wide vocabulary is one indication of an educated person. Further, because a person has so many varied experiences, he/she needs many words with which to express these experiences. Thus, a wide vocabulary is necessary to communicate effectively.

Remember the term morpheme. A morpheme is the smallest meaningful unit in a language. is, are, or come and a are all morphemes. Morphemes are combined to make words, such is the case of the words also, coming, fatter and sickly. Morphemes that can stand alone and still convey meaning are called free morphemes. Those which take on meaning only when attached to another syllable or word are bound morphemes. Those morphemes considered free are underlined in the following words: sits , above, wholesome, schoolmate, ragdoll, seeing, lonesome.

Say these words aloud and select the bound morphemes:

despair	pursue	sits	churches	divine
foursome	nonexistent	himself	almost	anywhere
herein	schoolhouse	textbook	grateful	youthful

Remember homonyms, heteronyms, and synonyms. Define each term aloud and give ten examples of each.

Look these up in a dictionary and make a sentence or two with each term:

accept, except adverse, averse affect, effect
all ready,already allusion,illusion avocation,evocation
complement,compliment council, counsel eminent, imminent
principal, principle

Define these words:

absolve	abstain	obstruse	abut	eke
elan	opulent	cogent	conjecture	recapitulate
refute	espouse	portentous	malign	circumlocution
mendicant	vociferous	verbiage	elusive	quintessence
retrospection	amiable	illusive	nascent	vicissitudes
vituperation	fortuitous	canard	salient	remuneration
efficacious	lament	slipshod	extoll	zenith
rigmorale	denigrate	extrapolate	ere	novice

Complete the multiple choice test aloud:

VOCABULARY TEST

Select aloud the best of the choices. Then put the corresponding alaphabet in the space provided.

_____ 1. cogent a: brief. b: wise c: convincing.
d: mathematical team.

_____ 2. recapitulate a: to cover property. b: to summarize.
c: to repeat oneself tiresomely d: to surrender again.

_____ 3. conjecture a: exclamation. b: argument.
c: positive statement. d: judgement based on incomplete evidence.

_____ 4. circumlocution a: grammatical error. b: rambling.
c. roundabout way of talking d: prudence.

_____ 5. refute a: to reprove sharply. b: to disprove.
c: to insult. d: to disapprove.

_____ 6. espouse a. to explain. b: to support. c: to expose.
d: to claim.

_____ 7. portentous a: ominous. b: lacking in humor.
c: important. d: extremely heavy.

_____ 8. malign a: to complain of. b: to swindle c: to slander
d: to sicken.

_____ 9. mendicant a: wise man. b: doctor. c: wandering.
d: beggar.

_____10. vociferous a: talkative. b: enthusiastic.
c: making a loud outcry. d: poisonous.

_____11. verbiage a: wordiness. b: emptiness. c: bragging
d: foliage.

_____12. elusive a: clear. b: baffling. c: swift. d: false.

_____13. quintessence a: overfussiness. b: good taste.
c: purest part. d: vanity.

_____14. retrospection a: survey of past events. b: depression
c: interest directed toward oneself.
d: investigation.

_____15. illusive a: invisible. b: imaginative
c: tending to slip away.
d: deceptive and misleading.

____16. nascent a: decaying b: unpleasant in disposition.
c: evil-smelling. d: starting to develop.

____17. fortuitous a: sudden. b: chance. c: rash.
d: courageous.

____18. canard a: game bird. b: false story. c: explosion.
d: vase.

____19. salient a: smooth. b: difficult. c: outstanding.
d: curved.

____20. efficacious a: producing the desired result b: artificial.
c: fussy. d: worn-out.

____21. lament a: to mourn. b: to be joyous. c: to excite.
d: to laugh.

____22. slipshod a: tidy. b: careless. c: impeccable.
d: bright.

____23. extoll a: to provoke. b: to prance. c: to praise.
d: to jealous.

____24. absolve a: to bind. b: to hold. c: to castigate.
d: to set free.

____25. corroborate a: to support. b: to deplore. C; to work.
d: to view.

____26. elan a: dull. b: secure. c: native. d: liveliness.

____27. elated a: ominous. b: happy. c: dull. d: cautious.

____28. remuneration a: fee. b: debt. c: owe. d: supplement.

____29. eke a: decrease. b: listen. c: increase. d: decay.

____30. obtrude a: to extrude. b: to obverse. c: to oblong
d: to browse.

____31. amiable a: friendly. b: amazing. c: informed.
d: improper.

____32. abut a: to touch. b: to smite c: to darken
d: to abstract.

_____33. abstain a: to foresee. b: to increase. c: to refrain. d: to enhance.

_____34. zenith a: bottom. b: triangle. c: peak. d: devalue.

_____35. rigmorale a: important. b: developed. c: lost. d: nonsense.

_____36. extrapolate a: to deflate. b: to project. c: to shorten. d: to limit.

_____37. ere a: before. b: after. c: later. d: never.

_____38. novice a: beginner. b: oldster. c: youthful. d: nought.

Lesson in Fluency

Identify your tape recorder with your name, SS#, date and lesson.

Rationale: Fluency is very important in communication. The flow of the words helps in conveying the meaning sought. An aberrant flow tends to call attention to the speaker and not to the communication.

Fluency is the rate or rhythm of the words in a communication. Some people speak fast and some speak slow, yet most of us speak about 120 to 150 words per minute, varying with the message presented. Newcasters sometimes speak faster.

Say this poem as fast as you can: Jack Sprat could eat no fat, his wife could eat no lean, and so between them both, they lick ed their platter clean.

Listen to yourself. Could you understand what you said? Now say the same poem slowly. Is it any clearer slower. Now say it at a moderate pace. Isn't it understood better.

Write a description of yourself below. Make that description about 5 lines. Read your description.

What nonfluencies did you have. How many did you observe. Nonfluencies are breaks in the rhythm of the speech. These include interjections, repetition of words and phases, incomplete phases, revisions, broken words and prolonged words.

Common interjections are uh, er, you know, and I mean. Read this sentence putting in one or more of the interjections: This is the house that Jack built.

Repetition of words or phases may be a pattern of nonfluency for some speakers. Commonly repeated words are the initial words of sentences. " I want to tell you this." Say this sentence repeating I only 2 times. Now repeat any of the groups of words in the sentence such as I want I want, or to tell, to tell.

Incomplete phases really have a lot to do with incomplete thought. Sometimes, when a person speaks to a good friend, his trend of thought is so familiar to the listen that he may not have to complete most of his sentences. To do this all of the time may indicate problems in word retrieval, finding appropriate words to convey meaning. If I said, "I want to we find this school to be well kept and attractive," I want to is incomplete.

Very similar to incomplete phases is the revision nonfluency. Herein the speaker says a phrase and changes his sentence for some reasons or another. "We sees we see that this should be done."

One of the common nonfluencies of persons who stutter is that of prolongations of speech sounds. Read this sentence: We cannot s_____ee the man very well from here.

Now select one or more of these subjects to make a 3 minute talk on:

1. My most unforgetable teacher.
2. What I like most about this university is ....
3. My hobby is ....
4. My favorite jokes
5. What good experiences I had while growing up.
6. Foods I like to eat.
7. Once upon a time I went to a circus.

If you have trouble talking fluently, if you halt or prolong speech sounds often, or if you use many nonfluencies, more than 10 per 100 words, then you should go to the lessons on stuttering.